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ABSTRACT

To aid in instructional planning, 4,730 certificated and 3,381 classified staff members, and 20,506 parents from schools in the Los Angeles Unified School District (LAUSD) were surveyed for their opinions on the district's performance in instruction. Survey results emphasized the importance of the quality of instruction. Certificated and classified staff were satisfied with their roles and the instructional program at their own schools, but neutral about the overall quality of the district's program. LAUSD parents were more satisfied than the staff, and far more satisfied than parents in a national survey, with the quality of their schools. They were also more satisfied than the staff about the district's current emphasis on basic skills. Attention should be paid to parent and certificated staff comments and recommendations for instructional improvement. The appendix includes tables of responses for each survey form, plus copies of the certificated staff, classified staff, and parents survey forms. A parent survey form in Spanish is also included. (BS)

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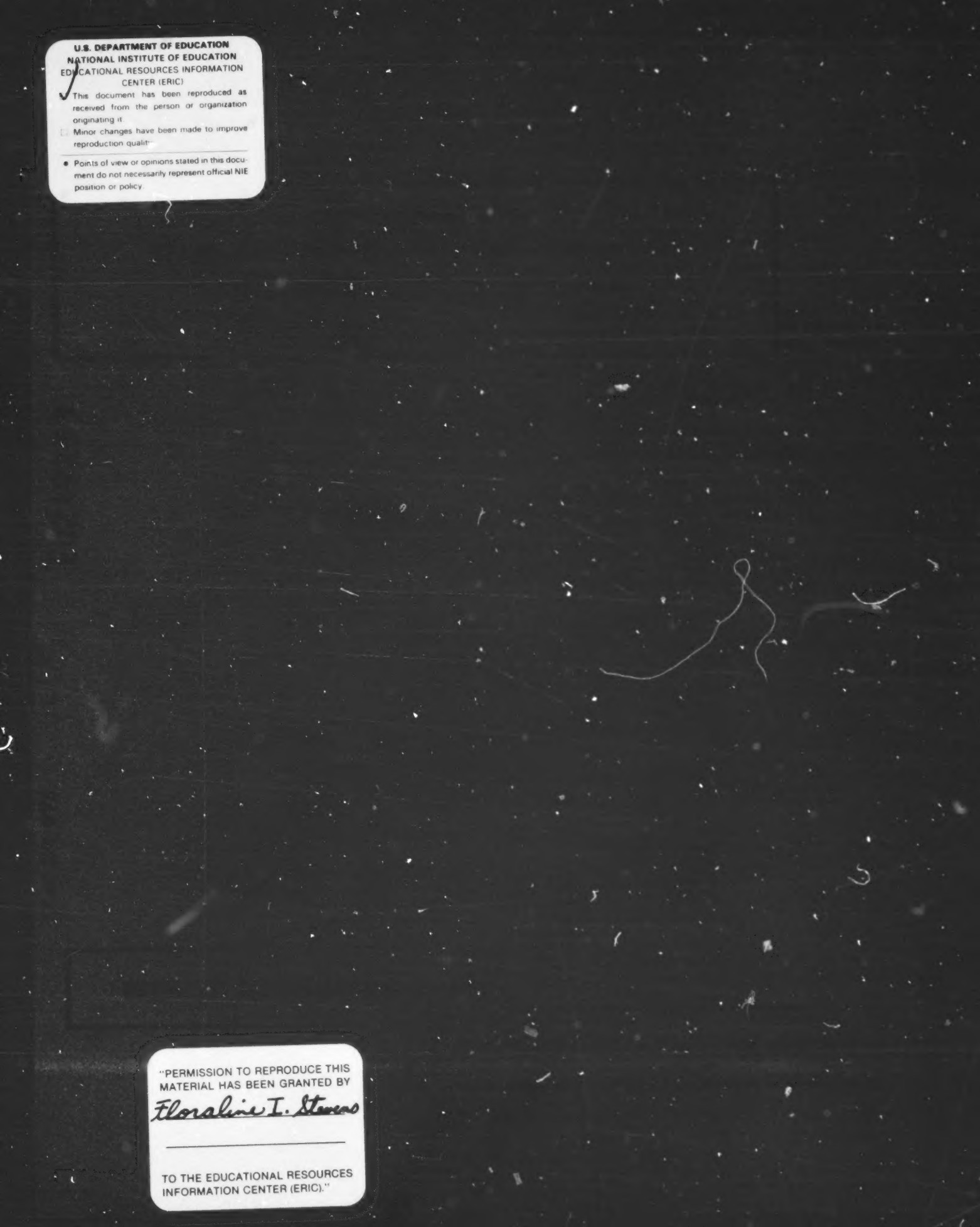

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THREE SURVEYS OF STAFF AND PARENT OPINIONS ABOUT THE LAUSD INSTRUCTIONAL PROGRAM

SPRING 1983

by

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Prepared by the
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PREFACE

Dr. Harry Handler, the Superintendent of Schools stated in the Basic Activities publication that "...these basic activities represent a framework upon which we will build a better school system."

As part of the Basic Activities, the Research and Evaluation Branch received responsibility for conducting surveys of certificated and classified staff members and parents of children in the district. The Basic Activities booklet says, in part:

- The district will conduct an annual survey of a representative sample of certificated and classified employees to obtain their opinions regarding the district's instructional program.

- The district will conduct an annual survey of a representative sample of parents to obtain their opinions regarding the district's instructional program.

ACKNOWLEDGMENTS

The Research and Evaluation Branch wishes to thank Dr. Clare Rose and Dr. Cheryl Graesser of the Evaluation Training Institute for their early participation in planning the survey and the developing of the preliminary survey instruments. Their expertise and enthusiasm gave much impetus to the project. Special thanks go to Dr. Paula Moseley and Dr. Leo Weisbender of the Research and Evaluation Branch who made sure the survey forms, sampling, and implementation activities were "fine-tuned." Their expertise made the project work. Special thanks to all of the staff who typed, summarized, and translated comments. Without their teamwork, this report could not have been produced.

Special thanks to Dr. Joseph P. Linscomb, Associate Superintendent, Instruction, for his guidance and constructive advice during the development of and planning for the survey. Sincere appreciation goes to the superintendents, region administrators, school certificated staff and classified staff, and parents of the students who participated to make these surveys a reality.

TABLE OF CONTENTS

		Page
Preface		*ii*
Acknowledgments		*iii*
Executive Summary		*vi*
1.0	Introduction	1
	1.1 Determining the sample sizes	2
	1.2 Sample size, sampling error, and representativeness	3
	1.3 Instrument development	4
	1.4 Organization of the final report	5
2.0	Demographic Characteristics of the Three Survey Samples	10
	2.1 Characteristics of the certificated staff sample	10
	2.2 Characteristics of the classified staff sample	10
	2.3 Characteristics of the parents' sample	11
3.0	The Survey of Certificated Staff: What are the Certificated Staff's Opinions of the District's Instructional Program?	14
	3.1 Determining satisfaction or dissatisfaction with the district's instructional program	14
	3.2 Determining how important or unimportant are certain instructional activities	15
	3.3 Report card grades given to the district's instructional program	16
	3.4 Determining how strongly possible changes to the instructional program are favored or opposed	17
	3.5 Comments	18
	3.6 Summary	20
4.0	The Survey of Classified Staff: What are the Classified Staff's Opinions of the District's Instructional Program?	21
	4.1 Determining satisfaction or dissatisfaction with the district's instructional program	21
	4.2 Determining how important or unimportant are certain instructional activities	22
	4.3 Report card grades given to the district for meeting the needs of its students	23
	4.4 Summary	23
5.0	The Survey of Parents with Children in LAUSD: What are the Parents' Opinions of the District's Instructional Program?	24
	5.1 Report card grades given to the district's instructional program	24
	5.2 Determining how strongly possible changes to the instructional program are favored or opposed	26
	5.3 Determining how strongly possible cuts to some school activities and services are favored or opposed	28
	5.4 Comments	29
	5.5 Summary	30
6.0	Summaries and Recommendations	31

LIST OF TABLES

Table		Page
1-1	Apportionment of Certificated Staff Sample by School Type	6
1-2	Projected Number of Certificated Staff to be Sampled in Survey	7
1-3	Number of Schools Needed to Secure the Certificated Sample Size School Type and Region	8
1-4	Projected Number of Full and Part-time Classified Staff to be Sampled in Survey	9
2-1	Demographic Characteristics of Certificated Staff Sample	12
2-2	Demographic Characteristics of Classified Staff Sample	13
3-1	Certificated Staff Opinions About Instruction	15
3-2	Importance of Excellence in Teaching	16
3-3	Report Card Grades for Instructional Issues	17
3-4	Possible Changes to the Instructional Program	18
3-5	Summary of Certificated Staff's Comments	19
4-1	Classified Staff Opinions About Instruction	22
4-2	Classified Staff Opinions About Roles	22
4-3	Grading the Needs of Students	23
5-1	Comparison of Parents of Public School Children Opinions of Teaching	26
5-2	Parents of Public School Children Opinions on Lengthening the School Day	28
6-1	Summary of Opinions About the Instructional Program	32
4-4.1	Overall Classified Staff Survey Form Responses	38
4-4.2	Overall Classified Staff Survey Form Responses	39
4-4.3	Overall Classified Staff Survey Form Responses	40
5-3.1	Overall Parent Survey Form Responses	41
5-3.2	Overall Parent Survey Form Responses	42
5-3.3	Overall Parent Survey Form Responses	43

EXECUTIVE SUMMARY

Introduction

As part of the Basic Activities for the Los Angeles Unified School District (LAUSD), surveys of certificated staff, classified staff, and parents of children in the Los Angeles Unified School District were conducted during the spring 1983. The purpose of these surveys was to gain impressions of the district's performance in instruction and opinions on possible changes in the instructional programs.

Responses from 8,111 of purposively selected certificated (4,730) and classified (3,381) staffs (all staff present at schools the day of the survey) from 161 randomly selected LAUSD schools and 20,506 parents from a subsample of 70 schools were tallied and analyzed. The district's Research and Evaluation Branch, with the assistance of the Evaluation and Training Institute, an external evaluation firm, was instrumental in planning the surveys and preparing the survey forms. The Research and Evaluation Branch conducted the surveys, analyzed the data, and prepared this report.

Methodology

Sample. To ensure that the samples were representative of the entire school district, certificated and classified staffs were selected from schools in all eight regions (geographic locations) and across all types and levels of schools (regular, magnet, elementary, junior high, senior high, opportunity, continuation, and special education). To assure the representativeness of the parent responses, parents from the same areas and types and levels of schools were solicited for their opinions.

Instruments. Through separate interviews with various LAUSD superintendents responsible for instructional planning and implementation and telephone contacts with employee unions and associations, a list of potential questions was generated. These questions were reviewed with the

Office of Instruction to determine those dealing with important current and future instructional issues. These items were formatted into two forms for certificated staff, one for classified, and one for parents. The parent form was also available in Spanish. (At each school where certificated staff were surveyed, half were instructed to use one form and half the other form.)

Findings

Certificated Staff Results

1. Less than half of the certificated staff responding to the survey were satisfied with the district's instructional program. The overall average was a "C" (neither satisfied nor dissatisfied) which is about the same as a national poll's results. Certificated staff gave their individual school's instructional program quality and current basic skills emphasis a "B" (satisfied) rating.

2. Certificated staff agreed with the district's current emphasis on basic skills and indicated that more time/classes should be given to mathematics, science, and the English language arts.

3. Certificated staff also indicated that most important to the instructional program were: a) teachers' attitudes toward students, and b) the instructional materials for the students. Instructional support, homework, and inservice for administrators were also identified as important.

4. Certificated staff were overwhelmingly opposed to lengthening the school day, but neutral (neither favored nor opposed) about adding time or classes to most subject areas.

Classified Staff Results

5. Classified staff gave the overall quality of the district's instructional program a "C+" grade while giving their schools' efforts a "B" (satisfied).

6. Classified staff members indicated that their roles in supporting, monitoring, and providing for the instructional program were important.

7. Classified staff gave "B-" grades for how well the instructional program met the needs of students with diverse racial and ethnic backgrounds in the district and those students with differing academic abilities. Almost one-third of the classified staff felt that services to these students were only fair ("C").

8. The greatest frequencies of classified staff comments were concerned with needing additional emphasis on the subjects taught and better finances for schools.

Parent Results

9. LAUSD parents rated their schools more favorably than public school parents had in a national survey.

10. Parents in large numbers felt that the teaching at their children's school was good and so was the current emphasis on basic skills.

11. Parents indicated that they received <u>good</u> communication about their children's progress. They also approved of the present standards and rules for behavior in their children's schools.

12. Parents neither favored nor opposed lengthening the school day.

13. Parents strongly favored giving more time to the basic skills, but were lukewarm to the fine arts (art, music, and drama).

14. Parents did not want reductions in services and activities provided by teachers and nonclassroom certificated staff in the instructional program.

15. Parents made numerous suggestions to improve or increase services for the instructional program.

CHAPTER 1.0

INTRODUCTION

As part of the Basic Activities for the Los Angeles Unified School District (LAUSD), surveys of certificated staff, classified staff, and parents of children in the LAUSD were conducted during spring 1983.

The purpose of the surveys was to learn impressions of the district's performance in the area of instruction. The information in this report contributes to the LAUSD's instructional planning process by analyzing the responses of 8,111 purposively selected certificated and classified staff (all staff present at schools the day of the survey) at 161 randomly selected LAUSD schools. Also analyzed were the responses of 20,506 parents of the children as a subsample of these same schools. These data provide the LAUSD, its elected board members, staff, students, and parents with a detailed report on attitudes toward the instructional program operating in this large public school system. The district's Research and Evaluation Branch, with the assistance of the Evaluation and Training Institute, an external evaluation firm, were instrumental in the development and collection of data for this report.

Another survey of certificated staff was conducted exactly 30 years ago. It was an opinion survey conducted in the district on March 17, 1953 with all of its 13,867 educators.

The first chapter of this report describes the methodologies used for this particular study, the steps followed to complete the project, and the organization of this report. The procedures used to determine the sample sizes will be described. The samples representativeness will be discussed because the data (ratings and opinions) could affect the entire school district. Lastly, the sampling error associated with the surveys will be reviewed.

1.1 Determining the sample sizes

The Basic Activities survey of certificated and classified staff occurred on March 22, 1983 and the parent survey took place on June 1, 1983. The targeted number of certificated staff to be surveyed was 20% (N = 4,987) of the total certificated population.

Survey forms were returned for 4,730 certificated staff persons at 161 randomly selected schools and 3,381 classified staff in the same schools. For the certificated and classified staff surveys, there were 114 elementary and magnet schools, 17 junior high schools, 12 senior high and opportunity schools, 15 continuation high schools, and 3 special education schools. Although administrative regions are organized for the elementary and junior high schools, senior high and continuation schools were considered part of the regions by virtue of their geographic locations. (See Tables 1-1 through 1-4 on pages 5-8.)

For the parent survey, there were 20,506 respondents from a subsample of 70 schools where certificated and classified staff were previously surveyed. Parents completing the survey form were principally mothers or female guardians, 81%; while fathers or male guardians accounted for the remaining 19%. Parents responding to the Spanish version of the survey form comprised 34% of the sample. The subsample of 70 schools was taken from the district's eight administrative regions. With slight variations, the same type and numbers of schools were selected from each region for the sample. They were one senior high school, two junior high schools, four elementary schools (one small, one medium, and two large), one continuation school, and one magnet school. The largest school for the handicapped (special education) in the district was also selected. The total number of students in the sample was 67,420. All students present on the survey day took a survey form home to their parents.

During May 13-22, 1983, the 1983 Gallup Education Poll surveyed the public's attitude toward public schools. This sample embraced a total of 1,540 adults (18 years of age and older). Some of the questions (related to instruction) in the Gallup Poll were quite similar to the 1983 LAUSD Basic Activities survey of its instructional program. Comparison of the two sample responses will appear in Chapter 5.0 of this report.

One question frequently asked is whether or not people will answer questions honestly. One strategy used to enlist frank and honest responses was to guarantee the respondents' anonymity. (They were asked not to write their names on the forms.) Certificated and classified staff members were directed to place their survey forms into business envelopes and then seal them. No school or personal names were to be placed on the forms or the business envelopes. Parent respondents were also requested to not write their names on the survey forms. Given these procedures, there is little reason to question the credibility of the information collected.

1.2 Sample size, sampling error, and representativeness

Most large surveys try to achieve sampling error below 5% at the 95% confidence level. A sampling error of 5% at the 95% confidence level means that users of the information are 95% confident the true value (the answer to a question if all people in the population were interviewed) deviates no more than +/- 5% from the percentages reported for the sample. All sample sizes have sampling error; however, the large number of respondents in each of the three surveys reduces the probability of a large sampling error. For example, with a population of 20,000, only 642 random sample respondents are needed for a sampling error of 5% at the 95% confidence level. With a sample of over 4,000 from a population of over 20,000 certificated staff persons surveyed, sampling error would be less than 2% at the 99% confidence level. The same is true for the number of classified staff surveyed. The very large number of parents surveyed meant that the sampling error would be less than 1% at the 99% confidence level.

In order to make sure that the samples were representative of the entire school district, certificated and classified staff were selected from schools in all eight regions (geographic locations) and across all types and levels of schools (regular, magnet, elementary, junior high, senior high, opportunity, continuation, and special education). To assure the representativeness of the parent responses, parents from the same areas and types and levels of schools were solicited for their opinions. (See Tables 1-1 through 1-4 on pages 5-8.)

1.3 Instrument development

Late in 1982, Dr. Clare Rose and Dr. Cheryl Graesser of the Evaluation Training Institute (ETI) developed the first drafts of the certificated and classified staffs' survey forms. Through a series of separate interviews with various superintendents responsible for instructional planning and implementation and telephone contacts with employee unions and associations, a list of potential questions was generated. These questions were reviewed with the Office of Instruction to determine which questions dealt with current and future important instructional issues. These items were retained for the survey. After initial formatting of the forms by ETI, the Research and Evaluation Branch's staff (after field testing) formatted the forms a second time and revised the wording to make the items clearer. In February, the same process was used for the parent survey.

Although many survey items for certificated staff members were determined to be important, there was concern that one form would be too long. It was then decided that two forms (Forms P and Q) would be used. Form Q's first eight items do not appear on Form P. Form P's first five items do not appear on Form Q. The remaining 13 items on each form are the same. At each school where staff was surveyed, half the certificated staff was instructed to use Form P and the other half, Form Q. The classified staff had one form encompassing 11 items. During January the forms were field tested and revised. They were administered in March.

The parents' survey used one form comprised of 31 items. A Spanish version was available. It was field tested, revised, and administered in June.

1.4 Organization of the final report

This technical report has five additional chapters. Chapter 2.0 presents the demographic characteristics of the three samples. Chapter 3.0 describes the certificated staff's responses and comments. Chapter 4.0 describes the classified staff's responses and comments. Chapter 5.0 describes the responses of the parents and their comments. The parents' opinions are also contrasted with the public school parents in the 1983 Gallup Education Poll. Chapter 6.0 summarizes the results of the three surveys as they relate to the district's instructional program. Summaries and recommendations are included in this final chapter of the report.

Table 1-1

Apportionment of Certificated Staff Sample
by School Type

School Type	Total Population of LAUSD Certificated Staff[a]		Percentage of District Total	Apportionment Number for Certificated Survey
Schools of Choice	759	13,337	54	2,693
Elementary	12,578			
Junior High	5,600		22	1,097
Senior High	5,249		21	1,047
Continuation	191		1	50
Special Education	556		2	100
Total	24,933		100	4,987[b]

[a]Data taken from Fall 1982 Racial and Ethnic Survey Report. The schools of choice and elementary schools were added together.

[b]The number of certificated staff expected in the sample equals 20% of the total certificated population.

Table 1-2

Projected Number of Certificated Staff
to be Sampled in Survey
N = 5,126[a]

Admin. Regions	Staff Samples by School Type				
	Elementary & Magnet Schools	Junior High Schools	Senior High & Opportunity Schools	Continuation High Schools	Spec. Ed. Schools
A	327	139	133	8	*
B	255	86	112	4	*
C	311	120	111	7	*
D	461	167	179	6	*
E	454	194	178	12	*
F	406	211	190	10	*
G	265	121	108	8	*
H	261	83	97	3	*
Special Ed. Division[b]	*	*	*	*	99
Total	2,740	1,121	1,108	58	99

[a]Twenty percent of the total certificated staff is 4,987, the projected number for the sample is higher by 139.

[b]Special education schools are not classified by region or school type.

Table 1-3

Number of Schools Needed to Secure the Certificated Sample Size by School Type and by Region

Admin. Regions	School Type: Elementary & Magnet Schools	Junior High Schools	Senior High & Opportunity Schools	Continuation High Schools[a]	Special Educ. Schools	Total
A	14	2	1	2	*	19
B	7	1	2	1	*	11
C	11	2	1	2	*	16
D	24	3	2	1	*	30
E	24	3	2	3	*	32
F	21	4	2	3	*	30
G	6	1	1	2	*	10
H	7	1	1	1	*	10
Special Ed.[b] Division	*	*	*	*	3	3
Total	114	17	12	15	3	161

[a]Senior high opportunity and continuation high schools are arbitrarily assigned to administrative regions.

[b]Special education schools are not classified by region or school type.

Table 1-4

Projected Number of Full- and Part-time Classified Staff
to be Sampled in Survey
N = 4,498

Admin. Regions	School Type: Elementary & Magnet Schools	Junior High Schools	Senior High & Opportunity Schools	Continuation High Schools	Special Education Schools
A	360	70	56	1	*
B	311	125	121	0	*
C	355	135	131	3	*
D	460	169	96	3	*
E	332	105	92	4	*
F	261	134	104	3	*
G	467	125	57	4	*
H	210	32	36	1	*
Special Ed. Div.[a]	*	*	*	*	135
Total	2,756	895	693	19	135

[a]Special education schools are not classified by region or school type.

CHAPTER 2.0

DEMOGRAPHIC CHARACTERISTICS OF THE THREE SURVEY SAMPLES

2.1 Characteristics of the certificated staff sample

The Los Angeles Unified School District (LAUSD) employed 24,933 full-time certificated staff members during 1982-83. The largest percentage (62.5%) were White. Other ethnic groups were American Indian, .9%; Black, 19.1%; Asian, 8.3%; and Hispanic, 9.2%. Fifty-four percent of the teacher respondents were in elementary schools while the percentages in junior high and senior high were almost the same (22% and 21%, respectively). Certificated staffs in continuation and special education schools together comprised 3% of the population.

These same population percentages were applied to the 20% sample (N = 4,987) so that the apportionments equalled those of the entire school district.

From the survey, it was ascertained that 54% of the certificated members were elementary level, 22% junior high, and 24% senior high. Classroom teachers composed 84% of the sample (N = 3,948); five percent were administrators (N = 223); and the remaining 11% (N = 525) were nonclassroom positions which included nurses, counselors, coordinators, and itinerant personnel who serve schools. Twenty persons did not indicate their positions. (See Table 2-1.)

2.2 Characteristics of the classified sample

There were 21,724 full- and part-time classified staff persons working in the schools. Twenty-two percent were full time. The full time positions would be composed principally of the clerical staff. The total population mix of classified staff was 38.2% Hispanic, 31.1% Black, 24.4% White, 5.7% Asian, and .6% American Indian/Alaskan Native. For full-time staff, the population mix differed. Blacks had the highest percentage with 43.2%, next were Whites with 30.5%, then Hispanics 19.9%, Asian 5.7%, and American Indian/Alaskan Natives .6%.

Sixty-five percent of the classified staff respondents came from elementary schools while junior and senior high respondents were almost evenly divided, 17% and 18%, respectively. Level of school was not marked on 139 returned forms. Education aides (N = 1,055, 32%) was the largest group. With over 120,000 limited English proficient students in the schools, this is not a surprisingly large number. Bilingual classrooms require an education aide to assist the teacher. Teacher assistants (N = 827, 26%) are in large numbers for the same reason. Secretaries, office managers, and clerks comprised 17% of the sample, cafeteria staff 14%, and custodial staff 11%. Less than 1% of the classified staff did not indicate their positions (N = 139, .4%). (See Table 2-2.)

2.3 Characteristics of the parents' sample

The Los Angeles Unified School District during 1982-83, had a student population of 549,198 including 4,870 special education students. The parents' sample came from 70 schools across all regions, levels, and types of schools. The total population of students in all district schools was comprised of 41% Hispanic, 21.6% White, 21.5% Black, 7.5% Asian, and .3% American Indian/Alaskan Native. The number of students in the 70 sample schools totaled 67,420. All parents of students at each of the sample schools were sent a survey form to complete. Estimates of the racial/ethnic percentages in the parent sample cannot be made. However, reference can be made from the total district mix of students. We do know that 34% of the survey forms were returned by parents who were Spanish-speaking. Children of the parent respondents were fairly evenly spread across all grade levels, kindergarten through grade 12. The largest number of children of the respondents was in the elementary grades (N = 13,000), followed by junior high (N=7,860), and senior high (N = 6,512).

Almost all of the parents have higher education aspirations for their children. They were asked, "Would you like your child to go to college after graduating from high school?" Ninety-two percent of the parents (N=18,220) replied "yes" while only 1% said "no." Seven percent of the parents (N=614) indicated that they "don't know" about wanting their child to go to college.

Table 2-1

Demographic Charactistics of Certificated Staff Sample

Group	N	Percentage
School Type		
Elementary Grades		
K-6	2,321	49%
K-5	188	4
Ungraded	54	1
Junior High Grades		
7-9	1,015	21
6-8	59	1
Ungraded	6	0
Senior High Grades		
10-12	881	19
9-12	195	4
Ungraded	31	1
Total	4,730	100
Job Description		
Classroom Teacher	3,537	75
Special Education Teacher	411	9
Counselor	141	3
Principal	85	2
School Administrator	138	3
Coordinator (Nonclassroom)	134	3
Other Nonclassroom Certificated Positions	250	5
Unknown	34	0
Total	4,730	100

Note. Data taken from Forms P and Q, Survey of Certificated Staff.

Table 2-2

Demographic Characteristics of Classified Staff Sample

Group	N	Percentage
School Type		
Elementary	2,101	65%
Junior High	540	17
Senior High	574	18
Unknown	139	0
Total	3,381	100
Job Description		
Secretary/Office Manager/Clerk	548	17
Teacher Assistant	827	26
Education Aide	1,055	32
Cafeteria Staff	464	14
Custodial Staff	348	11
Unknown	139	0
Total	3,381	100

Note. Data taken from Form R, Survey of Classified Staff.

CHAPTER 3.0

The Survey of Certificated Staff: What are the Certificated Staff's Opinions of the District's Instructional Program?

Certificated staff members were very satisfied with their own individual school's instructional program quality and the district's current basic skills emphasis. However, less than half of the certificated staff who responded to the survey were satisfied with the district's instructional program. The overall average for all respondents indicated that they were neither satisfied nor dissatisfied.

3.1 Determining satisfaction or dissatisfaction with the district's instructional program

One set of survey items addressed satisfaction or dissatisfaction with the school district's instructional program. All 4,730 certificated staff from the 161 randomly selected schools (stratified across administrative regions, types, and levels) responded to survey forms P and Q. Forty percent of the certificated staff were satisfied with the overall quality of the instructional program while 28% were dissatisfied. Almost one-third (32%) were neither satisfied nor dissatisfied. By contrast, certificated staff members (69%) were satisfied with their own instructional efforts in their own schools. It appears that certificated staff, while satisfied with their efforts on a local level, did not give their district-wide colleagues the same vote of confidence. Sixty-three percent indicated that they were satisfied with the district's emphasis on basic skills. Small percentages were dissatisfied with the current emphasis on basic skills (16%) and the quality of the instructional program in their schools (14%). (See Table 3-1).

Table 3-1

Certificated Staff Opinions About Instruction

Item	Satisfied (%)	Dissatisfied (%)
The quality of instructional program in your school	69	14
The district's current emphasis on basic skills	53	16
The overall quality of the instructional program in the district	40	28

Note. Percentages do not equal 100 because "neither satisfied nor dissatisfied" responses are not included in the table.

3.2 **Determining how important or unimportant are certain instructional activities**

Another aspect of the instructional program, was excellence in teaching. Half of the certificated staff responded to eight items on form Q about whether certain instructional activities were important or unimportant. Certificated staff indicated almost unanimously that two items were important, "teachers' attitudes toward students" (99%) and "instructional materials" (96%). Other high percentage items indicating importance were "instructional support" (85%), "inservice for administrators" (answered by administrators only, 80%), and "homework assignments" (79%). The three items that could be categorized as **monitoring, supervising, and improving teachers' efforts** received the lowest support for being important. In fact, less than 50% indicated that classroom visits by the principal were important. Thirty-two percent were neutral to this issue. For these three items. the overall response was "neither important nor unimportant." For the other five items, the overall responses were that they were important. (See Table 3-2.)

Table 3-2

Importance of Excellence in Teaching

Item	Important (%)	Unimportant (%)
Instructional materials	96	1
Homework assignments	79	5
Teachers' attitudes toward students	99	0
Classroom visits by principal or other school administrator	48	20
Inservice programs for teachers	61	14
Preparation of weekly lesson plans	64	17
Instructional support provided by the school	85	5
Administrator only: Inservice programs for administrators	80	7

Note. Percentages do not equal 100 because "neither important nor unimportant" responses are not included in the table.

3.3 **Report card grades assigned to the district's instructional program**

Certificated staff on form P gave report card grades (A, B, C, D, F) to such issues as meeting the needs of students (of differing ethnic groups and differing academic abilities), communicating to teachers their tasks, delegating basic activities, and implementing the grade progression policy.

Of these five items, only one (answered by classroom teachers only) had a large combined percentage of "Bs" (good) and "As" (excellent). These classroom teachers (72%) indicated that they received good to excellent communication about what was expected of them as classroom teachers. The overall grade was a "B."

The certificated staff indicated that the overall grade for effectively delegating responsibilities for Basic Activities was a "B." The "C" grades went to the remaining items. (See Table 3-6.3 in the Appendix.)

Table 3-3

Report Card Grades for Instructional Issues

Item	A %	B %	C %	D %	F %
The district's instructional program meets the needs of students from diverse ethnic and racial backgrounds	12	37	35	12	4
The district's instructional program meets the needs of students with differing academic abilities	9	33	38	16	4
Responsibilities for Basic Activities have been effectively delegated in your school	22	41	27	7	3
Classroom teachers only: What is expected of you as a classroom teacher has been explained to you	31	41	19	6	3
Elementary teachers only: The district's current program for grade by grade progression works (e.g., teach skills at grade level, know Balanced Curriculum, use SES results, etc.)	18	37	31	10	4

3.4 Determining how strongly possible changes to the instructional program are favored or opposed

Lastly, all certificated staff were asked to consider possible changes to the instructional program. One item dealt with lengthening the school day while the other five dealt with adding more classes or time to different subject areas (e.g., mathematics, science, fine arts, English, etc.).

Nearly three-fourths (72%) of the staff opposed lengthening the school day. In fact, 58% strongly opposed the idea of lengthening the school day. Two items had large percentages of staff favoring adding classes or time: (a) mathematics and science (56%), and (b) English language arts (63%). There were large percentages (25% to 43%) of neutral responses to the other items advocating changes. (See Table 3-4.)

Table 3-4

Possible Changes to the Instructional Program

Item	Favor (%)	Oppose (%)
Lengthening the school day	16	72
Adding more mathematics and science classes/time	56	17
Adding more art, music, and drama classes/time	44	22
Adding more English language arts classes/time	63	12
Adding more foreign language classes/time	34	28
Adding more social studies classes/time	27	20

Note. Percentages do not equal 100 because "neither favor nor oppose" responses are not included in this table.

3.5 Comments

A very small number of the certificated staff wrote comments, only seven percent (N=316). When the certificated staff's comments were aggregated, they mirrored the ratings given to many of the survey items. These comments were divided into fourteen categories. Most of the comments were suggestions for improvement or recommendations for change.

Table 3-5

Summary of Certificated Staff Comments

Category		Frequency
1.	Need additional emphasis on subjects taught	58
2.	Need better finances for schools	43
3.	Improve morale of staff	31
4.	Do not lengthen the school day	27
5.	Increase salaries	26
6.	Improve quality of school administrators	25
7.	Improve teachers' skills and training	21
8.	Reduce paper work	18
9.	Reduce class size	17
10.	Improve bilingual education	16
11.	Provide more materials	11
12.5	Increase teacher planning time	9
12.5	Need support of parents/community	9
14.	Improve survey questions	5
	Total	316

3.6 Summary

This chapter reported certificated staff opinions on the quality of the district's overall instructional program, excellence in teaching, meeting the needs of students and possible changes to the instructional program. Certificated staff gave the overall program a "C" rating (neither satisfied nor dissatisfied) while giving their schools' efforts a "B" rating (satisfied). They agreed with the current emphasis on basic skills and indicated that more time/classes should be given to mathematics, science, and English language arts. They also indicated that their attitudes toward students and instructional materials for the students are most important. Also, homework, instructional support, and inservice for administrators were seen as important. Certificated staff were overwhelmingly opposed to lengthening the school day but neither favored nor opposed adding time or classes for most subject areas.

CHAPTER 4.0

THE SURVEY OF CLASSIFIED STAFF: WHAT ARE THE CLASSIFIED STAFF'S OPINIONS OF THE DISTRICT'S INSTRUCTIONAL PROGRAM?

Classified staff indicated that their role in supporting, monitoring, and providing for the instructional program was important. The classified staff indicated the district's instructional program was good. This was a higher rating than the certificated staff's rating of fair. Classified staff gave an overall "B-" grade to their individual school's own instructional program quality. Also, they felt the district's current basic skills emphasis deserved a "B-."

4.1 Determining satisfaction or dissatisfaction with the district's instructional program

In all, 3,381 classified staff (clerical staff, teacher assistants, education aides, cafeteria staff, and custodial staff) from the 161 schools responded to the query about general quality of the district's instructional program. Fifty-five percent were satisfied and only 17% were dissatisfied. By coincidence, the classified staff percentages matched those of the certificated staff for being satisfied with "the quality of the instructional program in your school" and "the district's current emphasis on basic skills," 69% and 63%, respectively. Over one-fourth of the classified staff respondents (28%) were "neither satisfied nor dissatisfied" with the overall quality of the district's instructional program.

Table 4-1
Classified Staff Opinions About Instruction

Item	Satisfied (%)	Dissatisfied (%)
The quality of the instructional program in your school	69	10
The district's current emphasis on basic skills	63	14
The overall quality of the instructional program in the district	55	17

Note. Percentages do not equal 100 because "neither satisfied nor dissatisfied" responses are not included in this table.

4.2 **Determining how important or unimportant are certain instructional activities**

Classified staff described their roles in support of the district's instructional program as important. All aspects of their roles listed received high percentages for importance. By contrast, extremely small percentages of classified staff (3% - 8%) indicated that their roles were unimportant.

Table 4-2
Classified Staff Opinions About Roles

Item	Important (%)	Unimportant (%)
Providing support to the instructional program	84	3
Maintaining a good environment	87	3
Setting standards of good behavior	88	8
Providing support to students	88	3

Note. Percentages do not equal 100 because "neither satisfied nor dissatisfied" responses are not included in this table.

4.3 **Report card grades assigned to the district for meeting students' needs**

The last set of items for classified staff involved giving report card grades to the instructional program for serving the needs of the district's students. More than half of the staff indicated the district's instructional program should receive grades of "A" and "B," mainly "B," for meeting the needs of these groups of students. Very few felt the service was poor ("D" or "F"). Almost one-third (31%) gave "C" grades to the instructional program meeting the instructional needs of (a) students from diverse ethnic and racial backgrounds, and (b) groups of students with differing academic abilities.

Table 4-3
Grading the Needs of Students

Item	A %	B %	C %	D %	F %
The instructional program meets the needs of students from diverse ethnic and racial backgrounds	18	43	31	6	2
The instructional program meets the needs of students with differing academic abilities	19	40	31	8	2

Summary

This chapter investigated three issues that were of concern to the classified staff: (a) the quality of the district's overall instructional program, (b) classified staff's roles in support of the instructional program, and (c) meeting the needs of the district's students. Classified staff were close to being satisfied with the cverall quality of the district's instructional program and their own schools' efforts. Staff indicated that their roles were important to the instructional program in their schools. An overall average of a "B-" grade was given to the instructional program meeting the needs of all racial and ethnic groups of students in the district and meeting the needs of differing academic ability students. However, one-third of the classified staff felt the service to these students was only fair ("C").

CHAPTER 5.0

THE SURVEY OF PARENTS OF CHILDREN IN LAUSD: WHAT ARE THE PARENTS' OPINIONS OF THE DISTRICT'S INSTRUCTIONAL PROGRAM?

Overall, the 20,506 parents who responded to the survey were positive about their schools. They gave report card marks of "B" to most of the instructional program items. Parents strongly favored more basic skills and more mathematics and science for the students. Parents opposed by large percentages reducing basic skills and reducing the number of teachers to increase class size. Parents were neutral toward lengthening the school day.

5.1 Report card grades given to the district's instructional program

Approximately 67,420 students took home the Parent Survey forms on June 1, 1983. Parents completed and returned one third of the forms (N = 20,506). Thirty-four percent of the forms returned were the Spanish version.

There were 27 items that solicited opinions from parents about various aspects of the district's instructional program in their schools. In one section, parents were asked to give report card grades (A, B, C, D, F) to 10 items. In response, over half of the parents indicated that their children's schools should get "A" or "B" marks (excellent and good) for teaching and training students, meeting the needs of all types of students, setting behavior and achievement standards, and giving homework. The combined percentages of parents giving "As" (excellent) and "Bs" (good) ranged from 55% to 77%. The item receiving the highest combined percentage for good and excellent grades was for

"the standards and rules for your child's behavior in school." The lowest combined percentage of good to excellent grades was for "the training your child gets for a job after graduation."
One-quarter or more of the parents felt their schools should get a "C" (fair) grade for meeting the needs of all children (27%), the amount of homework given (27%), and the training a child gets for a job after graduation (30%).

Of the 10 items graded, parents gave an overall grade of "B" to six of the items: (a) teaching at the school, (b) current emphasis on basic skills, (c) help learning English, (d) communicating child's progress, (e) schools' standards and rules, and (f) classes that help understand today's world. An overall "B-" grade went to two items: meeting the needs of students from diverse racial and ethnic backgrounds, and the district's requirements for a high school diploma. Parents gave an overall grade of "C+" to the amount of homework given and training for a job after graduation. A general observation of the data indicates that most LAUSD parents in the sample were satisfied with the schools their children were attending. (See Table 5-3.1 in the Appendix.)

For comparison, some items in the 1983 Gallup Education Poll were matched to similar items in the LAUSD Parent Survey. The combined percentage of "A" and "B" grades given by the LAUSD parents were much higher than those given by public school parents in the 1983 Gallup Education Poll. The items on teaching differed by 25 percentage points, discipline items differed by 45 percentage points, and job preparation items differed by 29 percentage points. All of the differences were to the advantage of the LAUSD Parent Survey results. Table 5-1 contains detailed information on these comparisons.

Table 5-1

Comparison of Parents of Public School Children Opinions of Teaching

Item	Grade A(%)	B(%)	C(%)	D(%)	F(%)	DK[a]
Gallup Poll: Quality of teaching	13	35	29	12	4	7
LAUSD Basic Activities Survey: Teaching at your child's school	28	45	23	3	1	*

Comparison of Parents of Public School Children Opinions on Discipline

Item	Grade A(%)	B(%)	C(%)	D(%)	F(%)	DK[a]
Gallup Poll: The way discipline is handled	11	21	22	20	19	7
LAUSD Basic Activities Survey: Standards and rules for your child's behavior	34	43	18	4	1	*

Comparison of Parents of Public School Children Opinions of Job Training

Item	Grade A(%)	B(%)	C(%)	D(%)	F(%)	DK[a]
Gallup Poll: Preparing for jobs those students not planning to go to college	7	19	29	20	9	16
LAUSD Basic Activities Survey: Training your child receives for a job after graduation	20	35	30	11	4	*

[a]"Don't Know" was not an option on the LAUSD Parent Survey.

5.2 Determining how strongly possible changes to the instructional program are favored or opposed

Parents were also asked to indicate whether they opposed or favored changes to the instructional program. There were 18 changes suggested in the survey. One change suggested making the school day longer, seven changes suggested giving more time to various subjects, one item suggested raising academic standards, two wanted more classes offered to gifted and talented students, and one referred to increasing the variety of classes.

Parents, by large percentages, favored the following:

	favored
• giving more time to basic skills	88%
• giving more time to English language arts	79%
• giving more time to mathematics and science	77%
• offering more classes for gifted and talented students	74%
• raising academic standards	73%

By contrast, moderate percentages of parents (25% to 40%) neither favored nor opposed the following:

	neutral	favored
• giving more time to art, music, and drama	38%	45%
• giving more time to foreign languages	32%	55%
• giving more time to vocational subjects	27%	65%
• increasing the variety of classes	26%	64%
• giving more time to social studies	25%	68%

Thirty-two percent of the parents opposed making the school day longer while 44% favored it. Overall, 6 of the 10 items suggesting changes were "somewhat favored," two were almost "somewhat favored," and two were neither "favored nor opposed."

Looking at the percentage of their responses to all 10 items, parents did not oppose any of the suggested changes by large or moderate percentages. In fact, with one exception (making the school day longer, 32%), all opposition to possible changes was small (13% or less).

Comparing LAUSD parents' opinions on extending the length of the school day to those of public school parents in the 1983 Gallup Education Poll both sets of parents favoring the change were closely matched (44% vs. 40%). However, the Gallup Poll parents had a larger percentage opposed to the change than LAUSD parents (52% vs. 32%).

Table 5-2

Parents of Public School Children Opinions on Lengthening the School Day

Item	Favored (%)	Opposed (%)	DK (%) [a]
Gallup Poll: Lengthening the school day by one hour	40	52	6
LAUSD Parent Survey: Making the school day longer	44	32	

[a] "Don't Know" was not an option on the LAUSD Parent Survey.

5.3 Determining how strongly possible cuts to some school activities and services are favored or opposed

The last set of six items was in the context of the school board being "forced" to cut some school activities and services because there was not enough money. Parents were asked to show how much they favored or opposed each suggestion for reducing school costs. In response, the majority of parents opposed all suggested cuts (responses ranged from 51% to 82%), and their overall ratings indicated opposition.

The two items with the largest opposition were:

- Teach less basic skills 82%
- Reduce the number of teachers and increase class size 78%

Other opposition items with over 50% were:

- Reduce the number of subjects offered 60%
- Reduce special services 60%
- Reduce the number of counselors 52%
- Cut after-school activities 51%

5.4 Comments

One-quarter of the parents made evaluative comments about the instructional program. Twenty-three categories evolved from the analysis of the comments. Generally, the comments complemented most of the responses to the survey items. The comments (like those of the certificated staff) were mainly citations of perceived problems and recommendations to change and improve the instructional program. The categories, frequencies, and percentages are:

Category	Frequency	%
• Approve/disapprove of instructional program	620	12.9
• Emphasize basic skills (math, reading, and languages)	603	12.6
• Teachers are/are not doing a good job	519	10.8
• Increase number of subjects	462	9.6
• Increase/decrease/improve homework	300	6.2
• Increase/keep the same/eliminate discipline	299	6.2
• Satisfied/dissatisfied with school district	287	6.0
• Increase/decrease bilingual education	258	5.4
• Lengthen/shorten/keep the same the school day	254	5.3
• Improve school administration	185	3.9
• Improve/keep the same communication between home and school	174	3.6
• Have high academic standards	168	3.5
• Approved of survey for parents	158	3.3
• Improve/eliminate/keep the same gifted program	119	2.5
• Approve/disapprove year-round schools	86	1.8
• Improve quality and quantity of counselors	59	1.2
• Reduce class size	57	1.2
• Satisfied/increase parent and community participation in schools	47	1.0
• Need public support of schools	44	.9
• Need more information on grading practices	41	.9
• Improve lunch program	36	.7
• Keep magnet program	14	.3
• Eliminate busing	11	.2

Parents' comments totaled 4,801 of which 34.8% were positive, 23.8% were negative, and 41.4% were neutral. The three categories with the largest numbers of comments were concerned with the present instructional program (85% positive vs. 12% negative), evaluating the quality of the classroom teachers' performance (42% positive vs. 29% negative), and emphasizing specific skills (vocational classes, 18%; computer classes, 13%; foreign language classes, 13%; science and math classes, 12%, etc.).

5.5 Summary

LAUSD parents were more favorable to their schools than were public school parents in a national survey. Large percentages of parents felt that the teaching at their children's school was good as was the district's current emphasis on basic skills. Parents indicated that they received good communication about their children's progress. They also approved of the present standards and rules for behavior in their children's school. There was no strong statement from parents about lengthening the school day. Parents strongly favored giving more time and classes for the basic skills but were lukewarm to the fine arts (art, music, and drama).

Parents did not suggest reducing the instructional program in relation to services and activities provided by teachers and non-classroom certificated staff. One-quarter of the parents made comments. The majority of the parents' comments were positive toward the total instructional program. However, parents did indicate they wanted portions of the program to improve.

CHAPTER 6.0

Summaries and Recommendations

From the survey results, it is evident that most educators, educational support personnel, and parents agree that educated students are the most important products of a school system. Information from the three surveys (certificated, classified, and parents) emphasized the importance of the quality of instruction. Among the overall responses to the survey items, areas emerged that were satisfactory and areas emerged that needed corrective attention. Certificated and classified staff indicated that they were satisfied with their roles in the district on a local school basis. However, they were neutral (neither satisfied nor dissatisfied) about the overall quality of the district's instructional program. Parents were more satisfied with the quality of their schools than the district's certificated and classified employees. LAUSD parents were far more satisfied with their schools than public school parents in a national survey. LAUSD parents were more satisfied than certificated and classified staff about the district's current emphasis on basic skills. Overall, large numbers of parents were satisfied with the instructional program in their schools. While large numbers of parents were satisfied, attention must also be paid to those parents who made comments citing particular needs or recommendations for improving the instructional program. This is also true of the certificated staff.

Table 6-1

Summary of Opinions About the Instructional Program

Item	Percentage Satisfied and Dissatisfied [a]							
	Certificated		Classified		LAUSD Parents		Gallup Poll Parents	
	S	D	S	D	S	D	S	D
The quality of the instructional program in your school	69	14	69	17	73	4	48	16
The district's current emphasis on basic skills	63	16	63	14	71	3	*	
The overall quality of the instructional program in the district	40	28	55	10	*		*	

Note. Percentages do not all equal 100 because the "neither satisfied nor dissatisfied" and "don't know" responses are not included in this table.

[a]No similar items from respective data sources to compare.

Particular areas were rated as good, satisfactory, or unfavorable by each group of respondents. Other respondents indicated that there was a need for improvement by the instructional planners and implementers. Attention is focused on some of these areas in each summary.

Summaries

Certificated Staff Summary

Certificated staff gave the overall quality of the instructional program a neutral rating. They were satisfied with the current emphasis on basic skills and favored giving more time/classes to mathematics, science, and English language arts. They also indicated that their attitudes toward students and

instructional materials for the students were most important. At a lesser level of importance were homework, instructional support, and inservice for administrators. Certificated staff overwhelmingly opposed lengthening the school day but neither favored nor opposed adding time and classes for most subject areas (art, music, drama, foreign language, and social studies).

Classified Staff Summary

Classified staff members were almost satisfied with the overall quality of the district's instructional program and satisfied with their own schools' efforts. Staff indicated that their roles were important to the instructional programs in their schools. Overall grades of "B-" (good) were given to the instructional program for meeting the needs of students of diverse ethnic/racial backgrounds and those of differing academic ability. It should be noted that one-third of the classified staff felt the services to these students was only fair ("C").

Parent Summary

LAUSD parents were far more favorable to their schools than public school parents in a national survey. Large percentages of parents felt that the teaching at their children's school was good. They felt the district's current emphasis on basic skills was good. Parents indicated that they received good communication about their child's progress. They also approved of the present standards and rules for behavior in their child's school. There was no strong statement from parents about lengthening the school day; less than half favored or opposed the idea. However, parents strongly favored giving more time to basic skills but were lukewarm to the fine arts (art, music, and drama).

Parents did not want any reductions of instructional services and activities provided by teachers and nonclassroom certificated staff.

Recommendations

The 1983-84 Basic Activities Survey should address those areas of the instructional program not covered in this report.

In addition, the summaries cited principally the structured responses of certificated staff, classified staff, and parents. There is need for an in-depth analysis of the open-ended comments as a basis for developing new items for the 1983-84 Basic Activities survey. From this process, more specific information addressing needs and concerns may be obtained from certificated and classified staffs and parents.

APPENDIX

Table 4-4.1

Overall Classified Staff Survey Form Responses

Use this scale for items 1-2 (Form R) Excellent A Good B Fair C Poor D Very Poor F	Please circle the letter that most clearly represents your grade of the following:

Item	Median	n	Frequency and Percent by Scale									
			F (1)		D (2)		C (3)		B (4)		A (5)	
			f	%	f	%	f	%	f	%	f	%
1. The instructional program meets the needs of students from diverse ethnic and racial backgrounds	3.8	3280	66	2	206	6	998	31	1412	43	598	18
2. The instructional program meets the needs of students with differing academic abilities	3.7	3218	55	2	268	8	1007	31	1292	40	596	19

Table 4-4.2

Overall Classified Staff Survey Form Responses

Use this scale for items 3-6 (Form R)

Very Important A=5	Important B=4	Neither Important nor Unimportant C=3	Unimportant D=2	Very Unimportant F=1

Please circle the letter that most closely corresponds to how important or unimportant you think the following are to your role in the district's instructional program:

Item	Median	n	Frequency and Percent by Scale									
			F (1)		D (2)		C (3)		B (4)		A (5)	
			f	%	f	%	f	%	f	%	f	%
3. Providing support to the instructional program	4.5	3285	43	1	54	2	416	13	1129	34	1643	50
4. Maintaining a good environment	4.6	3284	31	1	65	2	318	10	1064	32	1806	55
5. Setting standards of good behavior	4.7	3325	46	1	64	2	294	9	892	27	2029	61
6. Providing support to students	4.7	3283	41	1	61	2	285	9	913	28	1983	60

Table 4-4.3

Overall Classified Staff Survey Form Responses

Use this scale for items 7-9 (Form R)

Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
A	B	C	D	F

Please circle the letter that most closely corresponds to how satisfied or dissatisfied you are with the following:

Item	Median	n	Frequency and Percent by Scale									
			F (1)		D (2)		C (3)		B (4)		A (5)	
			f	%	f	%	f	%	f	%	f	%
7. The quality of the instructional program in your school	3.9	3289	72	2	280	8	677	21	1534	47	726	22
8. The district's current emphasis on basic skills	3.8	3262	86	3	368	11	739	23	1463	45	606	18
9. The overall quality of the instructional program in the district	3.6	3242	113	3	455	14	906	28	1354	42	414	13

Table 5-3.1

Overall Parent Survey Form Responses

Use this scale for items 1-10				
Excellent	Good	Fair	Poor	Very Poor
A=5	B=4	C=3	D=2	F=1

Please circle a letter grade for each item. Remember, you are grading your child's school:

Item	Median	n	Frequency by Scale 1	2	3	4	5
1. The teaching at your child's school	4.02	20,087	173	583	4,509	9,129	5,693
			1%	3%	22%	45%	28%
2. The way the district meets the needs of all students--including American Indian, Asian, Black, Filipino, Hispanic, and White	3.89	19,765	366	1,015	5,308	8,243	4,833
			2	5	27	42	25
3. The district's requirements for a student to get a high school diploma	3.99	19,359	361	1,248	4,301	7,679	5,770
			2	6	22	40	30
4. The district's current emphasis on learning basic skills (reading, mathematics, writing, and English)	4.05	19,927	318	1,184	4,219	7,721	6,485
			2	6	4	39	33
5. The amount of homework given	3.79	19,899	662	1,783	5,407	7,224	4,823
			3	9	27	36	24
6. The help your child gets in learning English (if you speak another language at home)	4.05	15,299	253	587	3,476	6,047	4,936
			2	4	23	40	32
7. The amount of information you get about your child's progress in school (notes, report cards, conferences, phone calls)	4.14	20,081	476	1,287	3,681	7,208	7,429
			2	6	18	36	37
8. The standards and rules for your child's behavior in school	4.13	20,027	310	788	3,558	8,524	6,847
			2	4	18	43	34
9. The classes that help your child understand today's world (classes like reading, math, computer science, social studies, music, and art)	4.01	19,911	299	958	4,507	8,267	5,880
			1	4	23	42	30
10. The training your child gets for a job after graduation	3.64	17,903	824	1,914	5,314	6,252	3,599
			5	11	30	35	20

Table 5-3.2

Overall Parent Survey Form Responses

Use this scale for items 11-27

Strongly Favor	Somewhat Favor	Neither Favor nor Oppose	Somewhat Oppose	Strongly Oppose
5	4	3	2	1

Please circle a number after each item. It will show how strongly you favor or oppose these possible changes in the school's program:

Item	Median	n	Frequency by Scale 1	2	3	4	5
11. Making the school day longer	3.25	20,131	4,223	2,270	4,746	3,375	5,517
			21%	11%	24%	17%	27%
12. Giving more time to mathematics and science	4.55	20,170	463	710	3,157	5,183	10,657
			2	4	16	26	53
13. Giving more time to art, music, and drama	3.37	20,078	1,236	2,213	7,600	5,194	3,835
			6	11	38	26	19
14. Giving more time to English language arts	4.53	20,046	358	589	3,527	5,294	10,278
			2	3	18	26	51
15. Giving more time to foreign language	3.71	19,981	958	1,536	6,334	5,463	5,690
			5	8	32	27	28
16. Giving more time to social studies (such as geography, history and economics)	4.09	20,116	458	986	5,036	6,086	7,550
			2	5	25	30	38
17. Giving more time to vocational subjects (such as home economics, industrial arts, and business skills)	3.96	19,963	583	1,225	5,366	6,076	6,713
			3	6	27	30	34
18. Giving more time to basic skills (such as reading, mathematics, writing, and English)	4.78	20,094	277	332	1,834	3,770	13,881
			1	2	9	19	69
19. Raising academic standards	4.39	19,672	493	689	4,054	5,143	9,293
			3	4	21	26	47
20. Offering more classes for gifted and talented students (above average students)	4.55	20,021	637	741	3,863	4,271	10,509
			2	4	19	21	52
21. Increasing the variety of classes	4.14	19,913	845	959	5,070	4,850	8,189
			4	5	25	25	41

Table 5-3.3

Overall Parent Survey From Responses

Use this scale for items 11-27				
Strongly Favor 5	Somewhat Favor 4	Neither Favor nor Oppose 3	Somewhat Oppose 2	Strongly Oppose 1

Suppose the school board was "forced" to cut some school activities and services because there was not enough money. Please circle a number after each item. It will show how much you favor or oppose each suggestion for reducing school costs:

Item	Median	n	Frequency by Scale 1	2	3	4	5
22. Reduce the number of subjects offered	1.84	19,609	8,775 45%	2,998 15%	4,302 22%	2,218 11%	1,316 7%
23. Reduce the number of counselors	2.41	19,710	6,893 35	3,269 17	5,460 28	2,480 13	1,608 8
24. Reduce the number of teachers and increase class size	1.26	19,843	13,137 66	2,395 12	2,442 12	884 4	985 5
25. Teach less of the basic skills (such as reading, writing, English, and mathematics)	1.20	19,861	14,245 72	1,958 10	1,777 9	739 4	1,142 6
26. Cut after-school activities such as clubs and athletics	2.44	19,787	6,865 35	3,223 16	5,171 26	2,364 12	2,164 11
27. Reduce special services such as special reading teachers, and driver education	1.90	19,723	8,601 44	3,136 16	4,301 22	1,954 10	1,731 9

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

PARENT SURVEY

This survey is being conducted by the Research and Evaluation Branch of the Los Angeles Unified School District as one of the district's Basic Activities. The survey asks your opinions about the instructional program in your child's school.

Do not write your name on this form. When you have finished with the questions, please have your child take the form back to school tomorrow.

Children receive the grades A, B, C, D, and F on their report card for schoolwork. Use the following scale as a report card. Grade your child's school for each item on this page.

Use this scale for the next 10 items.				
Excellent	Good	Fair	Poor	Very Poor
A	B	C	D	F

Please circle a letter grade for each item. Remember, you are grading your child's school.

The teaching at your child's school	A	B	C	D	F
The way the district meets the needs of all students--including American Indian, Asian, Black, Filipino, Hispanic, and White	A	B	C	D	F
The district's requirements for a student to get a high school diploma.....	A	B	C	D	F
The district's current emphasis on learning basic skills (reading, mathematics, writing, and English).....	A	B	C	D	F
The amount of homework given	A	B	C	D	F
The help your child gets in learning English (if you speak another language at home).....	A	B	C	D	F
The amount of information you get about your child's progress in school (notes, report cards, conferences, phone calls)	A	B	C	D	F
The standards and rules for your child's behavior in school	A	B	C	D	F
The classes that help your child understand today's world (classes like reading, math, computer science, social studies, music, and art)	A	B	C	D	F
The training your child gets for a job after graduation	A	B	C	D	F

Use this scale for the next set of items.

Strongly Favor	Somewhat Favor	Neither Favor nor Oppose	Somewhat Oppose	Strongly Oppose
5	4	3	2	1

Please circle a number after each item. It will show how strongly you favor or oppose these possible changes in the school's program.

Making the school day longer	5	4	3	2	1
Giving more time to mathematics and science	5	4	3	2	1
Giving more time to art, music, and drama	5	4	3	2	1
Giving more time to English language arts	5	4	3	2	1
Giving more time to foreign language	5	4	3	2	1
Giving more time to social studies (such as geography, history, and economics)	5	4	3	2	1
Giving more time to vocational subjects (such as home economics, industrial arts, and business skills)	5	4	3	2	1
Giving more time to basic skills (such as reading, mathematics, writing, and English)	5	4	3	2	1
Raising academic standards	5	4	3	2	1
Offering more classes for gifted and talented students (above average students)	5	4	3	2	1
Increasing the variety of classes	5	4	3	2	1

Please write any comments you would like to make.

Use this scale for the next six items.

Strongly Favor	Somewhat Favor	Neither Favor nor Oppose	Somewhat Oppose	Strongly Oppose
5	4	3	2	1

Suppose the school board was "forced" to cut some school activities and services because there was not enough money. Please circle a number after each item. It will show how much you favor or oppose each suggestion for reducing school costs.

Reduce the number of subjects offered 5 4 3 2 1

Reduce the number of counselors 5 4 3 2 1

Reduce the number of teachers and increase class sizes 5 4 3 2 1

Teach less of the basic skills (such as reading, writing, English, and mathematics) 5 4 3 2 1

Cut after-school activities such as clubs and athletics 5 4 3 2 1

Reduce special services such as special reading teachers, and driver education 5 4 3 2 1

What is your relationship to the child who brought this survey home? (Check one.)

Mother (or Female Guardian) ____
Father (or Male Guardian) ____

In what grade level(s) do you have children in Los Angeles Unified School District schools? (Circle as many as needed.)

Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

In what type(s) of school are these children? (Check as many as needed.)

Elementary	____	Magnet	____	Opportunity	____
Junior High	____	Continuation	____	Special Education	____
Senior High	____				

Would you like your child to go to college after graduating from high school?

Yes ____ No ____ Don't Know ____

THANK YOU FOR BEING PART OF THIS SURVEY.

Please have your child return your completed survey to school tomorrow.

Form S 4/28/83

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

SURVEY OF CERTIFICATED STAFF

This survey is being conducted by the Research and Evaluation Branch of the Los Angeles Unified School District as one of the district's Basic Activities. The survey is designed to assess your opinions regarding the district's instructional program. A similar survey is being sent to a sample of classified staff and parents. Certificated staff are using two slightly different forms to assess more ideas and to reduce individual response time. The forms are being distributed randomly.

Do not write your name. Your responses are anonymous. Please respond to all items. Place your completed form in the envelope provided and seal it. Give the sealed envelope to the Survey Coordinator in your school for return to the Research and Evaluation Branch.

This scale applies to the next five items.

Excellent	Good	Fair	Poor	Very Poor
A	B	C	D	F

Please circle the letter that most closely represents your grade for the following:

The district's instructional program meets the needs of students from diverse ethnic and racial backgrounds ..... A B C D F

The district's instructional program meets the needs of students with differing academic abilities ..... A B C D F

Responsibilities for Basic Activities have been effectively delegated in your school ..... A B C D F

Classroom teachers only: What is expected of you as a classroom teacher has been explained to you ..... A B C D F

Elementary teachers only: The district's current program for grade by grade progression works (e.g., teach skills at grade level, know Balanced Curriculum, use SES results, etc.) ..... A B C D F

FORM P
3/3/83

This scale applies to the next six items.

Strongly Favor	Somewhat Favor	Neither Favor nor Oppose	Somewhat Oppose	Strongly Oppose
A	B	C	D	F

Please circle the letter that most closely corresponds to how strongly you favor or oppose the following possible changes in the instructional program:

Lengthening the school day ..... A B C D F

Adding more mathematics and science classes/time ..... A B C D F

Adding more art, music, and drama classes/time ..... A B C D F

Adding more English language arts classes/time ..... A B C D F

Adding more foreign language classes/time ..... A B C D F

Adding more social studies classes/time ..... A B C D F

This scale applies to the next three items.

Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
A	B	C	D	F

Please circle the letter that most closely corresponds to how satisfied or dissatisfied you are with the following:

The quality of the instructional program in your school .. A B C D F

The district's current emphasis on basic skills ..... A B C D F

The overall quality of the instructional program in the district ..... A B C D F

Please check the grade span that best describes your school.

Elementary:	Grades K-6	____	Grades K-5	____	Ungraded	____
Jr. High:	Grades 7-9	____	Grades 6-8	____	Ungraded	____
Sr. High:	Grades 10-12	____	Grades 9-12	____	Ungraded	____

Check the <u>one</u> that best describes your job:

Classroom Teacher _____
Special Education Teacher _____
Counselor _____
Principal _____
School Administrator _____
Coordinator (nonclassroom) _____
Other nonclassroom certificated position _____

THANK YOU FOR YOUR PARTICIPATION. IF YOU HAVE ADDITIONAL COMMENTS, PLEASE ENCLOSE A SEPARATE SHEET. (NO STAPLES, PLEASE.)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

SURVEY OF CERTIFICATED STAFF

This survey is being conducted by the Research and Evaluation Branch of the Los Angeles Unified School District as one of the district's Basic Activities. The survey is designed to assess your opinions regarding the district's instructional program. A similar survey is being sent to a sample of classified staff and parents. Certificated staff are using two slightly different forms to assess more ideas and to reduce individual response time. The forms are being distributed randomly.

Do not write your name. Your responses are anonymous. Please respond to all items. Place your completed form in the envelope provided and seal it. Give the sealed envelope to the Survey Coordinator in your school for return to the Research and Evaluation Branch.

This scale applies to the next eight items.

Very Important	Important	Neither Important nor Unimportant	Unimportant	Very Unimportant
A	B	C	D	F

Circle the letter that most closely corresponds to how important or unimportant you think the following are to excellence in teaching:

Instructional materials	A	B	C	D	F
Homework assignments	A	B	C	D	F
Teachers' attitudes toward students	A	B	C	D	F
Classroom visits by principal or other school administrator	A	B	C	D	F
Inservice programs for teachers	A	B	C	D	F
Preparation of weekly lesson plans	A	B	C	D	F
Instructional support provided by the school	A	B	C	D	F
Administrators only: Inservice programs for administrators	A	B	C	D	F

FORM Q
3-3-83

This scale applies to the next six items.

Strongly Favor	Somewhat Favor	Neither Favor nor Oppose	Somewhat Oppose	Strongly Oppose
A	B	C	D	F

Please circle the letter that most closely corresponds to how strongly you favor or oppose the following possible changes in the instructional program:

Lengthening the school day ..... A B C D F

Adding more mathematics and science classes/time .... A B C D F

Adding more art, music, and drama classes/time ..... A B C D F

Adding more English language arts classes/time ..... A B C D F

Adding more foreign language classes/time ..... A B C D F

Adding more social studies classes/time ..... A B C D F

This scale applies to the next three items.

Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
A	B	C	D	F

Please circle the letter that most closely corresponds to how satisfied or dissatisfied you are with the following:

The quality of the instructional program in your school .. A B C D F

The district's current emphasis on basic skills ..... A B C D F

The overall quality of the instructional program in the district ..... A B C D F

Please check the grade span that best describes your school.

Elementary:	Grades K-6	____	Grades K-5	____	Ungraded	____
Jr. High:	Grades 7-9	____	Grades 6-8	____	Ungraded	____
Sr. High:	Grades 10-12	____	Grades 9-12	____	Ungraded	____

Check the one that best describes your job:

Classroom Teacher ____
Special Education Teacher ____
Counselor ____
Principal ____
School Administrator ____
Coordinator (nonclassroom) ____
Other nonclassroom certificated position ____

THANK YOU FOR YOUR PARTICIPATION. IF YOU HAVE ADDITIONAL COMMENTS, PLEASE ENCLOSE A SEPARATE SHEET. (NO STAPLES, PLEASE.)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

SURVEY OF CLASSIFIED STAFF

This survey is being conducted by the Research and Evaluation Branch of the Los Angeles Unified School District as one of the district's Basic Activities. The survey is designed to assess your opinions regarding the district's instructional program. A similar survey is being sent to a sample of certificated staff and parents.

Do not write your name. Your responses are anonymous. Please respond to every item. Place your completed form in the envelope provided and seal it. Give the sealed envelope to the Survey Coordinator in your school for return to the Research and Evaluation Branch.

This scale applies to the next two items.

Excellent	Good	Fair	Poor	Very Poor
A	B	C	D	F

Please circle the letter that most closely represents your grade of the following:

The instructional program meets the needs of students from diverse ethnic and racial backgrounds ..... A B C D F

The instructional program meets the needs of students with differing academic abilities ..... A B C D F

This scale applies to the next four items.

Very Important	Important	Neither Important nor Unimportant	Unimportant	Very Unimportant
A	B	C	D	F

Please circle the letter that most closely corresponds to how important or unimportant you think the following are to your role in the district's instructional program:

Providing support to the instructional program ... A B C D F

Maintaining a good environment ..... A B C D F

Setting standards of good behavior ..... A B C D F

Providing support to students ..... A B C D F

This scale applies to the next three items.

Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
A	B	C	D	F

Please circle the letter that most closely corresponds to how satisfied or dissatisfied you are with the following.

The quality of the instructional program in your school .. A B C D F

The district's current emphasis on basic skills ..... A B C D F

The overall quality of the instructional program in the district ..... A B C D F

Please check the grade level at which you work: Elementary __ Junior High __ Senior High __

Check the one that best describes your job:

Secretary/Office Manager/Clerk ___
Teacher Assistant ___
Education Aide ___
Cafeteria Staff ___
Custodial Staff ___

THANK YOU FOR YOUR PARTICIPATION. IF YOU HAVE ADDITIONAL COMMENTS, PLEASE ENCLOSE A SEPARATE SHEET. (NO STAPLES, PLEASE.)

FORM R 3/3/83

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
División de Investigación y Evaluación

ENCUESTA PARA PADRES O TUTORES

Esta encuesta está dirigida por la División de Investigación y Evaluación del Distrito Escolar Unificado de Los Angeles como una de las Actividades Básicas del Distrito. La encuesta pide sus opiniones sobre el programa educativo de la escuela a la que su hijo/a asiste.

No escriba su nombre en esta forma. Cuando termine de contestar las preguntas, por favor haga que mañana su hijo(a) devuelva esta forma a la escuela.

Los niños reciben las calificaciones de A, B, C, D, y F en la Boleta de Calificaciones por su trabajo escolar. Use la gráfica siguiente como Boleta de Calificaciones. Califique la escuela de su hijo(a) con cada una de las declaraciones de esta página.

Use esta gráfica para las siguientes 10 declaraciones.				
Excelente	Buena	Regular	Mala	Muy Mala
A	B	C	D	F

Por favor haga un círculo alrededor de la letra que califique cada declaración. Recuerde, usted está calificando la escuela de su hijo(a).

La enseñanza en la escuela de su hijo(a).....	A	B	C	D	F
La forma en que el Distrito satisface las necesidades de todos los estudiantes--incluyendo indio-americano, asiático, negro, filipino, hispano, y anglo-sajón.....	A	B	C	D	F
Los requisitos del Distrito que el estudiante necesita para obtener el diploma de secundaria.....	A	B	C	D	F
El énfasis que actualmente pone el Distrito para que aprendan las destrezas básicas (lectura, matemáticas, escritura e inglés).....	A	B	C	D	F
La cantidad de tarea que le dejan para que la haga en el hogar.....	A	B	C	D	F
La ayuda que su hijo(a) recibe para aprender inglés (si usted habla otro idioma en su hogar).....	A	B	C	D	F
La cantidad de información que usted recibe sobre el progreso de su hijo(a) en la escuela (notas, calificaciones, conferencias, llamadas telefónicas).....	A	B	C	D	F
Las normas y reglamentos para el comportamiento de su hijo(a) en la escuela.....	A	B	C	D	F
Las clases que ayudan a su hijo(a) a comprender el mundo actual (clases como lectura, matemáticas, computadoras, ciencias, estudios sociales, música y arte).....	A	B	C	D	F
El entrenamiento que su hijo(a) recibe para un empleo después de graduarse.....	A	B	C	D	F

Use esta gráfica para el siguiente grupo de declaraciones.

Estoy definitivamente a favor	Estoy un poco a favor	No estoy a favor ni me opongo	Me opongo un poco	Me opongo terminantemente
5	4	3	2	1

Por favor haga un círculo alrededor del número que está en seguida de cada declaración. Indicará cuánto favorece o se opone a estos cambios probables en el programa escolar.

Haciendo el día escolar más largo.....	5	4	3	2	1
Dar más tiempo para matemáticas y ciencias.....	5	4	3	2	1
Dar más tiempo para arte, música y drama.....	5	4	3	2	1
Dar más tiempo para estudios de lenguaje en inglés.....	5	4	3	2	1
Dar más tiempo para idiomas extranjeros.....	5	4	3	2	1
Dar más tiempo para estudios sociales (como geografía, historia y economía).....	5	4	3	2	1
Dar más tiempo para asignaturas vocacionales (como economía doméstica, arte industrial y destrezas comerciales).....	5	4	3	2	1
Dar más tiempo a las destrezas básicas (como lectura, matemáticas, escritura e inglés).....	5	4	3	2	1
Elevar las normas académicas.....	5	4	3	2	1
Ofrecer más clases para estudiantes con dotes y talentos especiales (estudiantes que están sobre el promedio).....	5	4	3	2	1
Aumentar la variedad de clases.....	5	4	3	2	1

POR FAVOR ESCRIBA CUALQUIER COMENTARIO QUE GUSTE.

TR: MMC - Office of Bil/ESL Inst.

Use esta gráfica para las siguientes declaraciones.

Estoy definitivamente a favor	Estoy un poco a favor	No estoy a favor ni me opongo	Me opongo un poco	Me opongo terminantemente
5	4	3	2	1

Supóngase que la junta escolar se vió "forzada" a hacer algunos cortes a las actividades y servicios escolares porque no había suficiente dinero. Por favor haga un círculo alrededor de un número en cada declaración. Indicará cuánto favorece o se opone a cada sugerencia para reducir los costos escolares.

Reducir el número de asignaturas ofrecidas..... 5 4 3 2 1

Reducir el número de consejeros..... 5 4 3 2 1

Reducir el número de maestros y aumentar el número de alumnos en las clases..... 5 4 3 2 1

Reducir la instrucción de las destrezas básicas (como en lectura, escritura, inglés y matemáticas 5 4 3 2 1

Cortar las actividades para después de clases tales como los clubes y atletismo..... 5 4 3 2 1

Reducir los servicios especiales tales como a los maestros especiales de lectura y de educación para manejo de vehículo..... 5 4 3 2 1

¿Cuál es su parentesco con el niño/a que trajo esta forma al hogar?

Madre (o Tutora)_____

Padre (o Tutor) _____

¿En qué grado(s) tiene usted niños en escuelas del Distrito Escolar Unificado de Los Angeles? (Marque todas las que necesita.)

Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

¿En que tipo(s) de escuela(s) están estos niños? (Marque todas las que necesita.)

Primaria _____
Secundaria Intermedia _____
Secundaria _____
Escuelas Especializadas _____
De Continuadión _____
De Oportunidad _____
De Educación Especial _____

¿Le gustaría que su hijo/a fuera a la universidad después de graduarse de secundaria?

Sí _____ No _____ No sé _____

LE AGRADECEMOS HABER PARTICIPADO EN ESTA ENCUESTA.

Por favor haga que su hijo/a mañana devuelva esta encuesta completamente llena a la escuela.

FORMA S

TR: MMC Office of Bil/ESL Inst.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch, Survey Unit

Reference List No. 41
March 4, 1983
(Effective: 1982-83
School Year)

SUBJECT: SURVEY OF CERTIFICATED AND CLASSIFIED STAFF, MARCH 22, 1983

I. Background
II. Survey Coordinator
III. Staff Survey Day: March 22, 1983
IV. Managing the Survey
V. Completing Survey Forms
VI. Certifying Completed Forms
VII. Returning Survey Materials

I. BACKGROUND

This reference list describes the Survey of Certificated and Classified Staff for March 22 and will help each school administrator prepare for the data gathering.

Goal 4, item H of the district's Basic Activities program states that an annual survey of district certificated and classified employees will be conducted. The purpose of the survey is to obtain the staff's opinion about the instructional program.

This reference list applies only to a group of schools selected to be in the survey sample, representing about 20% of district sites.

II. SURVEY COORDINATOR

The school principal is responsible for the accurate administration and return of survey materials. The principal or designee may serve as survey coordinator.

III. STAFF SURVEY DAY: MARCH 22, 1983

The survey will be conducted on Tuesday, March 22. Participants are the certificated and classified staff at the school.

IV. MANAGING THE SURVEY

The survey materials are enclosed with this reference list. The quantities of forms sent were based on last fall's staffing patterns. A few extra forms were included. More copies may be duplicated as needed.

All certificated and classified staff present March 22 will be asked to complete the survey on that day (including nurses, PSA counselors, school psychologists, and itinerant personnel). Staff members absent on March 22 may submit a survey form if they wish.

Please stress the fact that individual responses are requested. There is to be no group discussion for group responses.

V. COMPLETING SURVEY FORMS

The survey uses two forms for certificated and one for classified staff.

Half of the certificated staff present will complete Form P and half, Form Q. In distributing forms, alternate them as evenly as possible. For example, give the first person on your list Form P, the second Form Q, the third Form P, and so on. If teachers are grouped by instructional departments or by grade taught, give half of each group Form P and the rest, Form Q.

All classified staff present will complete Form R.

Assure the respondents that their responses are anonymous. After completing the form, respondents place the form in the small envelope provided, seal it, and give it to the school survey coordinator.

VI. CERTIFYING COMPLETED FORMS

The survey coordinator will complete a Survey Certification form, signed by the coordinator and principal. The signed certification form will accompany the completed survey forms mailed to the Research and Evaluation Branch.

VII. RETURNING SURVEY MATERIALS: MARCH 25, 1983

Use school mail to return the sealed survey envelopes in the large preaddressed envelope provided. Enclose the Survey Certification form signed by the principal and survey coordinator.

March 25 is the deadline for returning the materials to Research and Evaluation Branch, G-265.

This request for information has been approved by the Office of the Deputy Superintendent.

For assistance, please call Paula Moseley, Advisor, Research and Evaluation Branch, at 625-6207.

APPROVED: JOSEPH P. LINSCOMB, Associate Superintendent, Instruction

DISTRIBUTION: Principals of Selected Schools
Attention: Survey Coordinator

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch, Survey Unit
Survey of Certificated and Classified Staff--March 22, 1983

SURVEY CERTIFICATION

School_____Location Code_____Region/Division_____

Principal's Name_____
(Please print)

Survey Coordinator's Name_____Phone_____
(Please print)

This checklist will help the survey coordinator return a complete and correct set of materials to the Research and Evaluation Branch.

Please record the requested number in each category below:

Count of certificated employees present on survey day Count: _____

Count of classified employees present on survey day Count: _____

Count of sealed envelopes/forms enclosed in the large, preaddressed envelope provided Count: _____

Use school mail to return the completed forms (in their sealed envelopes, within the large preaddressed envelope provided), to Research and Evaluation Branch, G-265, no later than Friday, March 25.

> The information on this page is necessary to document the percentage of staff completing the survey. Thank you for your cooperation.

Certification

Our signatures certify that the Basic Activities staff survey was administered on March 22, and that the forms were returned to the Research and Evaluation Branch.

_____ _____
Signature of Survey Coordinator Signature of Principal

3-7-83

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch, Survey Unit

REFERENCE LIST NO. 42
May 3, 1983
(Effective: 1982-1983
School Year)

SUBJECT: PARENT SURVEY, JUNE 1, 1983

I. Background
II. Survey Coordinator
III. Parent Survey Day: June 1, 1983
IV. Managing the Survey
V. Completing Survey Forms
VI. Certifying Completed Forms
VII. Returning Survey Materials: June 8, 1983

I. BACKGROUND

This reference list describes the Parent Survey scheduled for June 1, and will help each school administrator prepare for the data gathering.

Goal 3, item E of the district's Basic Activities program states that an annual survey of a sample of parents will be conducted. The purpose of the survey is to obtain their opinion of the district's instructional program.

This reference list applies only to the group of schools selected to be in the survey sample. All schools in this sample also participated in the survey of certificated and classified staff.

II. SURVEY COORDINATOR

The school principal is responsible for the accurate administration and return of survey materials. The principal or a designee may serve as survey coordinator.

III. PARENT SURVEY DAY: JUNE 1, 1983

Parent survey forms will go home with students on Wednesday, June 1. The instructions will ask parents to return completed forms to the school the next day.

IV. MANAGING THE SURVEY

The survey materials are enclosed with this reference list. The quantities of forms sent are based on enrollments in last fall's Racial and Ethnic Survey. A few extra forms are included. More copies may be duplicated as needed.

The survey coordinator should distribute sufficient quantities of forms to each classroom/homeroom teacher so each child will have a form to take home.

All students present June 1, will receive a parent survey to take home and return the next day. Students absent on June 1 may submit a survey form later if they wish.

Please inform the students to return the forms to a central location (e.g., a box in the school office) or to the individual classroom/homeroom teacher. If teachers collect the forms, allow time for the survey coordinator to package and return the forms to the Research and Evaluation Branch by the due date.

V. COMPLETING SURVEY FORMS

All responses are anonymous. If parents need assistance in completing the form, they should call the school.

Both English and Spanish forms are available.

VI. CERTIFYING COMPLETED FORMS

The survey coordinator will complete a Survey Certification form, signed by the coordinator and principal. The signed certification form will accompany the completed survey forms mailed to the Research and Evaluation Branch.

VII. RETURNING SURVEY MATERIALS: June 8, 1983

Use school mail to return the parent surveys in a large envelope or box. Enclose the Survey Certification form signed by the principal and survey coordinator.

June 8 is the deadline for returning the materials to Research and Evaluation Branch, G-265.

This request for information has been approved by the Office of the Deputy Superintendent.

For assistance, please call Paula Moseley, Advisor, Research and Evaluation Branch, at 625-6207.

APPROVED: JOSEPH P. LINSCOMB, Associate Superintendent, Instruction

DISTRIBUTION: Region Superintendents
Principals of Selected Schools
Attention: Survey Coordinator